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ABSTRACT

Career College (originally known as Cooperative Education Prcgram for Dropouts) was set up under Title I of the Higher Education Act. The objectives of this program focused on familiarizing the individual with the college environment, fostering independence in program participants, and creating a desire in participants to continue their education beyond the programs conducted by Miami-Dade Junior College. This, the Second Annual Career College Report, analyzes activities and programs in which 82 high school dropouts participated. Several of the remedial courses taught in this program are outlined and evaluated. Programs such as Upward Bound, the Guthrie Job Corps, and the Illinois Curriculum Teaching Social Studies, designed to help students from low-income families acquire a college education, are evaluated. Seminars and conferences on various aspects of education are also discussed and analyzed. Student scores on the Kuder Occupational Interest Survey are presented in tabular form and analyzed. Surveys and questionnaires used to elicit both student and teacher opinion on certain aspects of the Career College are included in the appendices. See ERIC document ED 038 119 for a report of the first year operation of Career College. [Because of marginal reproducibility of original, this document is not available in hard copy.] (RC)

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Career College

Second Annual Report

August 1970

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 04 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

JC 700 258

Miami-Dade Junior College ▪ South Campus ▪ Miami, Florida

ED044113

STAFF OF CAREER COLLEGE

Patrick J. Distasio, Division Director

Wilbur McElwain, Division Director

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Project Director

Carolyn B. White
English-Reading Specialist

Norma J. Hammons
Social Studies Instructor
January-July 1970

Benjamin Stickney
Social Studies Instructor
September-December 1969

Curtis Tucker
Communications

Timothy McDonald
Coordinator-Carver Evening Program
September-December 1969

Barry Greenberg
Mathematics
September-December 1969

I. NAME: Robert E. Sharpton

II. COLLEGES AND UNIVERSITIES ATTENDED:

School	Year	Degree	Subject
UNIVERSITY OF MARYLAND College Park, Maryland	Summer 1968		Educational Technology
MICHIGAN STATE UNIVERSITY East Lansing, Michigan	1967	M.A.	Educational Media
INDIANA UNIVERSITY Bloomington, Indiana	Summer 1962		Journalism
MORGAN STATE COLLEGE Baltimore, Maryland	Summer 1960		Mathematics
CENTRAL STATE UNIVERSITY Wiberforce, Ohio	1954- 1958	B.S.	Chemistry/ Mathematics

III. PROFESSIONAL EXPERIENCE (relevant to present position):

Position	Year
Assistant Professor & Chairman Career College Program at Miami-Dade	1969 - present
Lecturer at College of Education	1969 (summer)
Audiovisual Consultant at Catholic University	1969 (summer)
Science and Mathematics teacher at American Community School	1967 - 1969
Mathematics teacher under Fulbright Commission	1966-1967
Advisor under Fulbright Commission	1963-1966
Mathematics teacher at Bladen Central High School	1961-1963
Mathematics teacher at Roosevelt High School	1958-1961

IV. OTHER RELEVANT INFORMATION:

Has served on the following memberships: Department of Audiovisual Instruction, National Association of Educational Broadcasters, and American Association of Junior Colleges

I. NAME: Carolyn White

II. COLLEGES AND UNIVERSITIES ATTENDED:

School	Year	Degree	Subject
FLORIDA A & M UNIVERSITY Tallahassee, Florida	1961- 1964	B.A.	English
ATLANTA UNIVERSITY Atlanta, Georgia	1964- 1967	M.A.	English/ Reading

III. PROFESSIONAL EXPERIENCE (relevant to present position):

Position	Year
Instructor of Reading and English at Alabama State College	1965--1966
Instructor of Reading and English at Mobile State Junior College	1966--1969
Instructor of Reading and English at Miami-Dade Junior College	1969--present

I. NAME: Norma J. Hammons

II. COLLEGES AND UNIVERSITIES ATTENDED:

School	Year	Degree	Subject
ATLANTA UNIVERSITY Atlanta, Georgia	1967- 1968	M.A.	Sociology
LANGSTON UNIVERSITY Langston, Oklahoma	1965- 1967	B.A.	Sociology
TUSKEGEE INSTITUTE Tuskegee Institute, Alabama	1962- 1964		Sociology

III. PROFESSIONAL EXPERIENCE (relevant to present position):

Position	Year
Instructor at Miami-Dade	1968--present

I. NAME: Curtis Tucker

II. COLLEGES AND UNIVERSITIES ATTENDED:

School	Year	Degree	Subject
LOS ANGELES CITY COLLEGE Los Angeles, California	1957- 1958		Liberal Arts
CALIFORNIA WESTERN UNIVERSITY San Diego, California	1958- 1959		Liberal Arts
MIAMI-DADE JUNIOR COLLEGE	1970		Art

III. PROFESSIONAL EXPERIENCE (relevant to present position):

Position	Year
Teen Post at Los Angeles, California	1965
Associate Editor of "Shrewd Magazine" Los Angeles, California	1967-1968
Ceramic Instructor at Miami-Dade Junior College	1969

IV. OTHER RELEVANT INFORMATION:

Worked with the Career College Program from the beginning.

Barry Greenberg, Ph.D., taught one section of mathematics, September-December 1969.

Benjamin Stickney, M.A., taught social studies September-December 1970.

Secretaries

Mrs. Louise Staggers - July 1969-April 1970

Mrs. La Francis Jackson - April-July 31, 1970

FOREWORD

In this Second Annual Career College Report, one will find analyses of activities conducted for high school dropouts at Miami-Dade Junior College under a Federal Grant, Title I and institutional contributions.

It is not feasible to identify all persons who have played significant roles in our daily operations. However, it is indeed an honor and priviledge to express sincere thanks to the college administration, staff, and student assistants for their professional and clerical help. We sincerely appreciate cooperation from the community for responding to our philosophy of helping others to achieve.

Special thanks to Rick Rice, an art student at MDJC, for his role in creating the cover design.

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PHILOSOPHY AND OBJECTIVES

The original philosophy and objectives of this federal program entitled "Cooperative Education for Dropouts" known as Career College at Miami-Dade retained the best conventional desire in scope and at the same time complied with the new trends in education when and where feasible. In light of the classroom experience, this revision strengthened the attitude of both staff members and participants.

The general plan, the many extra (attractive) field trips, seminars, films and learning activities in the formal and informal style marked the program's growth, and helped to make the program an interesting one for the college to administer and for the community to take part.

The specific objectives and the techniques employed were fundamentally the same as those used during the first year of operation and are outlined below:

1. To familiarize the participant with a new academic environment and junior college campus, thus fostering an appreciation and desire to attend regularly.

2. To develop an awareness of reality of the academic world, for all participants (Black, White, Cubans, etc.), and to relate their background to an enriched and total experience of learning for human growth and development.

3. To encourage independence in behavior and in thought.

4. To prepare students to acquire general knowledge required to pass the High School Equivalency Examination (GED) at the Testing Center, Lindsey Hopkins.

5. To promote a strong desire for continuing their education at Miami-Dade Junior College or some other institution.

As this report is read, one will see various avenues used in each subject area and views expressed by students during the year. These were included to provide a total look at the program's evaluation. Team work has been the key and the added steam required to work in this type of program. Admittedly, the task has not been easy due to the many backgrounds and problems within the group.

DESCRIPTION OF STUDENTS

From September to August, Career College served eighty-two students. Among this group there were some variations with regards to these things: (1) age, (2) sex, (3) ethnic origin, (4) geographic location, (5) educational status, (6) high schools attended, (7) reasons for leaving high school, and (8) career goals. The age level ranged from 17 years to 56 years. Most of the students, however, were 18 years of age. There were 31 females (11 Blacks, 2 Spanish Americans, and 18 Caucasians); and 51 males (18 Black, 4 Spanish Americans, and 29 Caucasians). They came primarily from urban and surburban areas. Their educational status ranged from seventh through twelfth grades. The students had attended the following high schools: Coral Gables, Coral Park, Girls' Preparatory School (Chattanooga, Tennessee), Goulds, Glennbrook North (Chicago, Illinois), Mays, Miami Jackson, Miami Killian, Miami Senior High, Palmetto, Riverview, Southwest, Vero Beach Senior High, and West Miami Junior. Their career goals ranged from the vocationally oriented to the academic ones. All in all, the students resembled a typical heterogenenous young adult class.

COURSE OUTLINES

MATHEMATICS

I. General Objectives

A. To assist students with basic arithmetic skills as faced in daily activities (home, school and community).

B. To provide a historical introduction to mathematics in order to enhance students awareness on its application in their present environment.

II. Specific Objectives:

1. To develop a functional understanding number system -- decimal.
2. To identify arithmetic notations.
3. To differentiate between arithmetic quantities.
4. To compute numerical and verbal expressions.
5. To assocaite relationships in reading mathematical concepts.
6. Introduction to Algebraic expressions.
7. (a) To solve simple evaluations - one unknown.
   (b) Solving simple equations graphically.
8. To develop skills in reading and interpreting graphs.

A. Introduction to Fundamental Operations

1. Addition of whole numbers, Decimals and Simple Fractions.

2. Subtraction of whole numbers, Decimals, and Simple Fractions.

3. Multiplication of whole numbers and Simple Fractions -- Decimals.

4. Division of whole numbers and Simple Fractions -- Decimals.

B. General Discussion on Vocabulary as used daily:

1. Sum 2. Product 3. Difference 4. Divisor

5. Dividend 6. Quotient 7. Addend 8. Subtrahend

9. Percent 10. Interest 11. Rate 12. Equation

C. Introduction to Business Arithmetic

1. Simple Interest, I = PRT

2. Daily assignments from newspapers, magazines, bank loans, percent of interest, monthly payment.

D. Fundamentals of Algebra

1. Definition of terms - positive and negative numbers.

2. Solving Simple Equations - One Unknown.

3. Solving Verbal Expressions.

4. Solving Problems using Graphs.

E. Exercises on Reading and Interpreting Graphs.

F. Area Measurement

1. Rectangles
2. Triangles
3. Circles

G. Simple Square Roots and Squares.

RESOURCES

Textbooks

1. Basic Mathematics: A Problem-Solving Approach O'Malley
2. Allyn and Bacon, Inc. Refresher Mathematics. Stein. Decimals and Per Cents. Stein.
3. American Book - Van Nostrand Mathemtics in Action. Kane, Oesterle, Frjfar, Goodfellow.
4. Ginn and Company Essentials of Mathematics. Sobel, Maletsky. *Essential Modern Mathematics. Glennon, (Hennon?) Weaver, Riedesee, Muller.
5. Holt-Rinehart and Winston, Inc. Investigating Mathematical Ideas. Wolfort, Sheridan.
6. Paunee Publishing Company Pathways in Mathematics. - I and II Kieffer, Smith.
7. Science Research Associates, Inc. Mathematics Structure and Skills. Denholm, Blank.
8. L. W. Singer Company, Inc. Experiencing Mathematics.
9. Steck - Vaugh Company, Modern Practice Books in Arithmetic. Alves, Fertsch, Fertsch, Matthys.

10. ++Wedster - McGraw Hill <u>Bicknell Mathematics Self Study - System I and II</u> Hauck

* Low reading ability and achievement in mathematics

++ Excellent for Junior High and slow learners.

<u>Tutorfilms</u> (used)

1. Arithmetic Series -- Fractions.
2. Arithmetic Series -- Decimals.
3. Arithmetic Series -- Percentages.
4. *Arithmetic Series -- Ratio and Proportion.

* Somewhat difficult reading

<u>Film Mast Cartridges</u>

1. Verbal Problems in Algebra.
2. Properties of Number Systems.
3. *Algebra Refresher.
4. Fundamentals of Algebra.

* Too difficult for present level.

<u>Weeks I-II</u>

Introduction to Fundamental Operations -- to "reinforce" old learning to check for speed and accuracy.

<u>Weeks III-IV</u>

General Discussion on Vocabulary Building -- Introduction to Periodicals and available resources in the Learning Center. Introduction to business mathematics.

Weeks V-VI

Fundamentals of Algebra--terminology, definitions and symbols.

Weeks VII-VIII

Algebra -- notion of Equation formations using fundamentals from the third week.

Weeks IX-X

Problem-Solving: Equations - one unknown (i.e. $3x + 5 = 29$; $3x = 24$; $x = 8$)

Weeks XI-XII

Reading Comprehension - Graphs. Making graphs - Collecting graphs from periodicals -- Viewing commercial materials,etc.

Weeks XIII-XIV

Introduction to Area Measurements, Attempts to work with Simple Formulas and explanations (rectangles, triangles, and circles); Simple Square Roots and Squares.

Weeks XV-XVI

Examination and an Evaluation of work taught - learned during the preceeding weeks.

READING IMPROVEMENT

I. Objectives: Reading Improvement purported to improve some reading skills, particularly vocabulary, rate, comprehension, and further study skills, to facilitate mastery of high school courses. Further, it sought to foster students' interest to pursue college careers or other programs whose prime prerequisite is the high school diploma.

II. Tentative Coverage

A. The Initial unit of work in reading had a two-fold purpose: (1) to orientate students to the reading class by familiarizing them with the nature of the reading program and (2) to stimulate students to pursue eagerly the work designed to improve their reading status.

1. Administration and explanation of test and its results.
2. Self-appraisal of present reading status.
3. Explanation of the act of reading.
4. Preview of class work.

B. This unit of work aimed to: (1) appraise students present study skills, and (2) to develop study techniques through structured activities.

1. Inventory of study habits.
2. Explanation of study skills.
3. Development of study techniques.

C. This unit of work was aimed to increase students vocabularies through:
   1. Systematic study of affixes and roots.
   2. Use of the dictionary.
   3. Compilation of words and their definitions.

D. Finally, this unit of work sought to improve both rate and comprehension reading skills.
   1. The ability to eliminate some courses of reading failures (vocalization, finger-painting, etc.).
   2. The ability to read in thought units.
   3. The ability to adjust rate of reading to purpose.
   4. The ability to locate major and minor details.
   5. The ability to grasp main details.

ENGLISH

I. Objectives: This course was designed for students who demonstrated low proficiency in the use of the English language. The requirements called for study in the practical essentials of grammar.

II. Tentative Coverage

A. Grammar for Test Takers

(Questions, answers, and explanations of the most misused fundamentals).

B. The Simple Rules of Grammar

(Rules, principles, and explanations on the part of speech, idioms, phrases, clauses, kinds of sentences and other areas that might have been "troublemakers").

C. Correctness and Effectiveness of Expression

(Quizzes answering troublesome questions).

D. English Usage Practice

(Sample test questions and explanatory answers).

E. Top Scores in Spelling

(Rules of spelling, list of frequently misspelled words, screened typical examination questions, and answers).

III. Required Text:

Turner, David R.
High School Equivalency Diploma Test.
New York, Arco Publishing Co., Inc. 1968

READING - ENGLISH

Reading

Week I

Administer reading test; Explain test results; Secure information (Inventory sheets and other); Preview work for the session.

Week II

Discuss: Reading process, Causes of reading failure, Techniques for improving reading, Reading as a necessary tool for academic success.

Week III

Test on the preceding material; Discuss study methods and techniques for improving rate and comprehension; Distribute list of affixes and roots; make weekly vocabulary assignment.

Weeks IV-VIII

Administer exercises to strengthen skills mentioned above.

English

Week I

Administer diagnostic test on fundamentals of grammar; secure sample of writing; identify areas of weaknesses and strengths.

Week II

Administer Activities in recognizing sentence elements: parts of Speech, phrases and clauses.

Week III

Continuation of the preceding.

Week IV

Administer activities in sentence constructions and common errors including: agreement, reference, case, sentence fragments, run-on sentences, misplaced modifiers, dangling modifier, faulty parallel structure. Assign rules of punctuation and capilization.

Week V

Continuation of Week IV; Introduction of techniques for interpreting some phases of literature.

Week VI-VIII

Continued practice of the above.

SOCIAL STUDIES

I. General Objectives

A. To broaden the economic, social, political and cultural concepts of everyday living in a democratic society.

B. To relate early historical problems with those of the present.

C. To direct instruction towards meaningful, active participation in community life.

II. Specific Objectives

A. To acquaint the student with the organizations of government - national, state, county and city.

B. To compare various forms of government; with special interest given to the communistic form, as a means of understanding the democratic form.

C. To familiarize students with the American Heritage.

D. To encourage cultural awareness of other groups in America.

III. Course Guidelines

Weeks I-IV

An overview of American Government was presented. Students participated in classroom discussion and presented current events at each Friday's class session.

Films were used that pertained directly to American Government.

Weeks V-VIII

American History (after 1865) was the topic. Students again participated in classroom discussion and continued with their current events on Fridays.

Films on American History were shown.

Weeks IX-XIII

Americanism vs Communism is stressed during this session. Students presented special reports on the administrations of Presidents in office from 1900-1970. Students also presented special reports on famous Communist leaders.

Films relating to Communism and Democracy were shown.

IV. Textbooks

1. American Government - Barnes & Noble College Outline Series.
2. American History (after 1865) Barnes & Noble College Outline Series.
3. Todays' Isms (i.e. Socialism, Fascism, Communism).

Title: Communications

Text: None

Objectives (General)

1. To introduce basic audio skills.
2. To provide each student with good listening activities.
3. To provide effective two-way discussions (debates, etc.).
4. To introduce each student with the art of speaking on tape.
5. To acquaint students with video-tape techniques (basic drama).

This class was conducted in both formal and informal settings. The idea was to provide effective methods of communicating in various situations. Most of the students played several roles during the course. That is, some served as an audience while observing a group; others provided technical assistance.

Materials for this class varied widely. Some periods were devoted to films, slide/tape presentations, current periodicals and books. In some instances students wrote short speeches from field trips and other extra-curricular activities.

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Content:

Weeks I-III

These were devoted to pre-arranged group activity expressly designed to make students become aware of hearing, and understanding others.

Weeks IV-V

These weeks were designed to channel the students new tool of listening into a diagramed Learning Cycle.

Weeks VI-XIII

The rest of the semester was devoted to activities that would put all of the tools together, i.e. Video-Tape discussions, debates, etc.

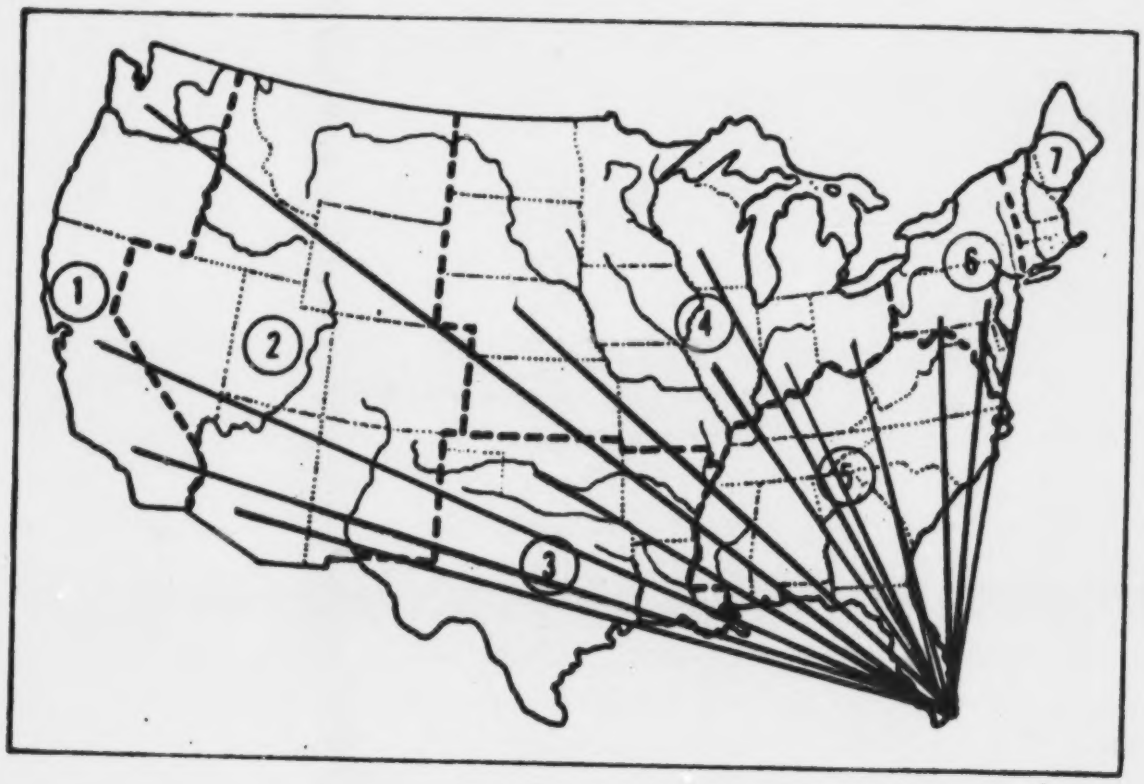
Activities:

Reading list, glossary of terms, films, audio and video tapes, group discussions and seminars, group discussions involving staff and students, encouragement of students to attend off campus and/or out-of-town activities.

Evaluation:

The staff and students evaluated themselves.

(1) Ohio, (2) Florida, (3) Pennsylvania, (4) Delaware, (5) New York, (6) California, (7) New Jersey, (8) Illinois, (9) Maryland,



(10) Washington, (11) Kansas, (12) Oklahoma, (13) New Mexico, (14) Michigan, (15) Massachusetts, (16) Virginia, (17) Texas, (18) Tennessee, (19) Minnesota, (20) Missouri, (21) Iowa, (22) Nevada, (23) Oregon, (24) Colorado, (25) North Carolina.

During the academic year, letters of inquiry relative to Remedial Programs were sent to twenty-five states. The method of selection was to provide a wide range of information on the various sections of the United States (Far West, Mid-West, and East).

A few general conclusions have been drawn from all Remedial Programs. Some are stated below:

A. Problems Faced by Participants
    1. Financial
    2. Domestic
    3. Transportation
    4. Drugs
B. Problems Encountered in Course Offerings
    1. Lack of interest
    2. Lack of proper-trained staff
    3. Lack of educational facilities
    4. Inadequate time schedule

In most instances varied teaching techniques have been tried. Some changed techniques during the term; others changed or modified techniques only after a full term.

Three-fourths of the states that replied indicated class activities using individualized instructions, auto-tutor techniques and principles. Some implied that the learning processes were stepped up when groups remained manageable (small class) loads, relative and pertinent information (i.e. for daily use).

UPWARD BOUND

A Program to Help Youth from Low-Income Families
Achieve a College Education

I. Statement of Purpose

A. General - UPWARD BOUND is a pre-college preparatory program designed to generate the skills and motivation necessary for success in education beyond high school among young people from low-income backgrounds and inadequate secondary school preparation. It acts to remedy poor academic preparation and motivation in secondary schools, and, thus, increase a youngster's promise for acceptance and success in a college environment.

B. Programs - Begun on a national basis in June, 1966, UPWARD BOUND Programs were supported by OEO for a first year at 214 colleges, universities, and residential secondary schools. These 215 academic institutions in 47 states, the Virgin Islands, Guam and Puerto Rico, in turn admitted themselves to serve 20,000 youngsters, most of whom had completed the tenth and eleventh grades.

In 1967, a total of 252 institutions were participating in the program, in every state, in every country, serving some 23,000 students---many of whom were returning for a second year.

The typical UPWARD BOUND Program was offered by an educational institution combining secondary school and college teachers as faculty, making use of the physical facilities of a college campus for the students, and utilizing the experience and energies of college and university students as tutors.

Almost all UPWARD BOUND students were residents on college school campuses for six to eight weeks in the summer. During the academic year the UPWARD BOUND institutions continued to meet the students through classes on Saturdays, tutorial sessions during the week, and periodic cultural enrichment programs. In administrating these programs, academic institutions have used a wide variety of teaching techniques.

Although it is not possible to list all of the attributes of a successful UPWARD BOUND Program, there are certain characteristics that appear common to the effective motivation and education of UPWARD BOUND students. These include:

1. Development of significant working relationships among secondary schools, colleges and universities, and the community-at-large;

2. Involvement of teachers who are committed to the goals of UPWARD BOUND;

3. Provision for close and substantial individual student-teacher contact both in the summer and the academic year;

4. Effective use of college and university students as tutor-counselor both in the summer and in the academic year;

5. Involvement of many resources and non-professional persons from the local communities;

6. Willingness on the part of all of the staff to engage the students as partners in learning;

7. An important emphasis on educational goals other than the strictly academic, including activities designed to develop abilities to organize, to persuade, and to cooperate;

8. Recognition by the sponsoring institution of this unusual chance to increase its skills in teaching students---of whatever kind;

9. Enrollment of a student body which is diverse with regard to background and race;

10. The presence of a project director, or his assistant, working with the program on a full-time basis throughout the year;

11. Recognition that the academic year is at least as important as the summer;

12. Enrollment of a sizable cluster of students from a few secondary schools rather than an enrollment of a handful of students from a large number of schools.

II. The Applicant Agencies

The following types of applicants are eligible to apply for an UPWARD BOUND Grant:

1. Any recognized Community Action Agency (CAA) with one or more academic accredited institutions as delegate agencies;

2. Any accredited four-year college or university, public or private;

3. A consortium of two or more accredited colleges and/or universities, provided clear administrative responsibility rests with single institution;

4. Any state-accredited or regionally accredited secondary school, public or private, with the capability of providing residental facilities for the summer phase of a full-year UPWARD BOUND Project;

5. Any accredited two-year college, public or private, which has the capability of providing resident at facilities for the summer phase of a full year UPWARD BOUND Project.

Guidelines, Community Action Program, Office of Economic Opportunity, Washington, D.C. 1968-1969.

In this publication were suggested activities for diagnosis of skill proficiences and instructional techniques in the area of visual and auditory discrimination; vocabulary development; phonetics and structural analysis, listening, speaking and comprehension; and studying. This sequence of major topics was recommended for the program of instruction and the outline used reflected the relationship of the skills to each other. The teacher should have understood, however, that many of these skills should have been taught in relation to each other. For example, phonetics and structural analysis should have been developed concurrently.

For each of the topics within the seven skill areas, the teacher found suggested techniques appropriate for (1) diagnosing, (2) teaching, (3) reinforcing, and (4) evaluating. This four-step strategy was recommended to the teacher in planning his lessons for each of the skills needed by his students.

Each teacher was expected to use those suggested teaching techniques which were most suited for meeting the needs of the students in his class.

Techniques for Teaching Basic Reading to Out-Of-School Youth. The University of the State of New York, The State Education Department, Bureau of Continuing Education Curriculum Development, Albany, New York 12224, 1969.

This handbook was written to be used in the remedial teaching of the remedial reader. Every effort was made to be brief, to avoid ambiguous terminology, and to include only information and suggestions that have proved successful in normal classroom situations.

Each unit was organized as follows: (1) Definitions of specific phase of remedial and the role of the teacher in that phase, (2) References for teachers, and (3) Activities and materials pertinent to the units of study.

Reading Manual: A Guidebook for Illinois Workshops in Reading Remediation - Title III NDEA, Office of the Superintendent of Public Instruction, Springfield, Illinois.

Students relax as they read and interpret literature from current periodicals under the supervision of Mrs. Carolyn B. White.

GUTHRIE JOB CORPS
GUTHRIE, OKLAHOMA

GENERAL EDUCATION PROGRAMS

General Objectives

The broad objectives of General Education Programs are threefold:

1. To teach each young woman the common core of knowledge about her society so that she can make literate and rational decisions about life and be a useful, productive citizen.
2. To teach each young woman the techniques for acquiring new knowledge about her rapidly changing society and become knowledgable about the realities of the work-a-day world.
3. To orientate and equip each young woman in the Center with all necessary communicative skills and computational skills, to enable her to obtain and hold any job suited to her capacity and her goals.

Training in the basic communication skills of reading, writing, speaking, listening, life skills, basic mathematics, science and the humanities through arts and crafts is a necessity but is not a sufficient condition to reach these objectives. These statements have several implications. One of the most important is that those charged with the care and teaching of those young women must have an understanding of the way Enrollees view the world and view themselves. They must be able to take the girls with res-

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tricted communication abilities, with uneven motivations, with a what's-in-it-for-me-right-now attitude and produce young women who have and can express a new and broadened view of their role in society. This objective permeates the total program outlook as well as the general education program, however this objective is also uniquely associated with social studies.

In the social studies area, particular attention is given to basic democratic principles, Christian middle-class values and pragmatic operational values. In the instructional strategy the student has an opportunity to examine her beliefs and attitudes and be able to predict what would happen to her if she persisted in maintaining certain attitudes and beliefs, which have scientific overtures.

In the science-for-living course content the curricula are geared towards the vocational, physical, mental and scientific needs of the Enrollee.

The mathematics curriculum is pointed towards the practical approach and needs of the Enrollee and also to provide a logical development of the organization of our number system presented in simple, understandable language.

The life-skills course of study is the constant or focal point of General Education as the accent is placed on the individual and her relationship with the immediate family, society and the expectations that society has on us as individuals in our everyday life.

Creative and expressive arts and crafts enlarged the scope of General Education through fields of study in the fine arts, living arts, and the crafts. The program relates closely with all of Center Life. The course of study is planned to develop skills and enrich the life of each individual and to broaden their experience in cultural and practical arts and crafts in daily living.

The second implication of the beginning premises is that those charged with their education must initially continue to relate new materials to the learned to the concrete and orientated the present view of the average enrollee. Gradually, more abstract material can be used and more distant goals can be set. Eventually, working skillfully with the several tools developed which make up General Education. The teachers of the General Education program should be able to help an Enrollee as far as possible towards development of the speaking, listening, reading, writing, life skills, mathematical, scientific, social skills and humanistic arts and crafts tools of General Education. Speaking to the point the student is able to express herself well enough to be understood clearly and effectively; listening well enough that the student is able to receive oral instructions and other oral information; reading to the extent that the student will be able to read instructions and other information, both technical and non-technical; writing well enough that the student is able to express in writing what she wishes to convey to others. Each and all of these areas should be developed so that the student will be able to receive, utilize, and reflect a rea-

sonable amount of both technical and non-technical information in order to function successfully at work and be comfortable in her leisure time.

Finally, the instructional goals and the life goals of General Education are a reality through individualization of instruction. It has been established that differentiation of curriculum content is a prerequisite for individualization of instruction. It has also been established the differentiation of curriculum content is a prerequisite for an individualization of instruction. Individualization and group inter-action are the key words in the success of general education program. Through this program we feel the student is able to work and accomplish at her own speed, which is sound educationally and in keeping with the total philosophy of the Job Corps Center.

Research studies amply support the idea that positive self-concept emerges when the student eventually discovers that she can manage and manipulate the forces and conditions operating upon us.

Many of the girls who enter the Job Corps come with the feeling that life enfolds in a predetermined and predestined way and that there is little that they can do about it. In general education the realization that one can be the master of one's destiny is a possibility.

General Education Programs, Guthrie Job Corps Center, Guthrie, Oklahoma.

THE ILLINOIS CURRICULUM PROGRAM
TEACHING SOCIAL STUDIES

Eleanor Volherding, Chairman & Co-Editor
Woudson W. Fishback, Co-Editor

Since the social sciences are so closely related and interelated, it would not be logical to attempt to keep them entirely independent and separated from one another. For the development of a well-rounded social studies program, a three-dimensional framework has often been suggested: 1) basic activities of living; 2) expanding communities and geographic areas; and 3) the concepts and values in a free society.[1]

The first of these suggests that most attention should be given to a study of contemporary society. Emphasis in social studies is too often on the past, while functional topics such as communication, transportation, and conservation are ignored. A realistic study of other cultures provides insights into man's relationships that are definitely needed.

The dimension of expanding communities is taking on new significance in today's world so greatly changed through asvancements in science and technology. Today's youth are transcending our narrow geographical boundaries by having meaningful

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[1]Jack Allen, "Social Studies for America's Children", Phi Delta Kappan, XXX (April, 1959), 277-280.

experiences related to many different parts of the world - even space. We need an increased understanding of areas of the world which have been traditonally thought outside the realm of understanding and interest of elementary school children. Emphasis on European culture must be broadened to include the study of cultures in Asia and Africa.

The past, however, must not be ignored. The basic purpose in being concerned with the past is twofold. First, we must become aware of the heritage of our country, understand it, and identify ourselves with it. Second, we need to find a more adequate solution to the problems which we as a nation face in a changing world. The role of the social studies program is to assist in the transmission of the concepts and values of our social heritage so that the human personality will be able to function to its fullest extent. Understanding the antecedents of our strengths and weaknesses is an essential part of an education to improve human living.

The purpose of social studies as recently phrased by the National Council of the Social Studies follows:

> "The most inclusive aim of social studies as a part of general education in the United States is to help young people learn to carry on the free society they have inherited; to make whatever changes modern con-

ditions demand or creative imagination suggests that are consistent with its basic principles and values and to hand it on to their offspring better than they received it.[2]

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[2] A Guide to Content in Social Studies, p. 1, Washington 6 D.C.: National Council for the Social Studies, Department of the National Education Association, 1958.

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STAFF DEVELOPMENT ACTIVITIES

The Third Annual National Vocational-Technical Teacher Education Seminar

"The Third Annual National Vocational-Technical Teacher Education Seminar held October 20-23, 1969, at the Deauville Hotel, Miami Beach, Florida, provided me with my first exposure to the teachnig technique, micro-teaching. Unfortunately, I failed to gain from it enough information to improve my present teaching needs. I feel, however, that future meetings could be beneficial to me." Mrs. Carolyn White

"During the National Vocational-Technical Teachers' Education Seminar at the Deauville Hotel, my particular interests were the Seminars on the Disadvantaged.

The first few meetings left me with the feeling that all of the participants had gotten Results, like they had thousands and thousands of results; now they knew what wouldn't work. But after the members of my Seminar settled down and became realistic, we began to formulate some concrete evidence with which to work. In fact, I began to respond in a very positive manner." Curtis Tucker

"The Disadvantaged Section of the Vocational Education Seminar was poor. The problems discussed were obvious ten years ago; most solutions offered failed five years ago. More time was spent presenting the accomplishments of the past than coming to grips with our current inner city educational crisis." Ben Stickney

"My reaction to the Seminar is based on two factors, namely, the organization of activities and the participant-consultant relationship.

The program was booked from 8:30 a.m. to 4:30 p.m. daily with optional events nightly. This was designed without a reasonable clue to the participants' needs and interest. I attended the sessions devoted to micro-teaching, primarily presented for teacher-education, in service training preparation, etc. I found much of the formal speeches too repetitious and completely statistical in nature. The small interest groups, participant-consultant, were favorable, because of the question and answer period along with demonstration units." Robert E. Sharpton

Activities of this sort will help us to prepare similiar programs for staff development and improvement.

A SUMMARY REPORT OF THE FORTY-FIFTH ANNUAL CONVENTION OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

The N A E B held its annual meeting at Sheraton Park Hotel, Washington, D.C., November 9-12, 1969. This organization serves the professional needs and interests of educational radio and television. Its members include numerous non-commercial radio and television stations, production centers, thousands of dedicated members, several schools and universities, and some related associations, broadcasting services, commercial stations and industrial firms.

Additionally, N A E B sponsors other services including Educational Broadcasting Services Institutes, regional and national conferences, consultant services, and news media publications. Also, the Association administers international educational broadcasting, maintains libraries of broadcasting materials, and assists educational institutions in the techniques of applying technology to specific problems and the professional growth of staff. This, then, is the National Association of Educational Broadcasters.

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The events of Sunday, November 9th commenced with the N A E B Board of Directors Meeting followed by registration, a luncheon, and Committee and Related Meetings. My first experience was with the "Instructional Programs - Higher Education" which, in brief, included case studies and reviews of problems involved in using television and radio for instruction within some institutional settings. The essence of the meeting was slim for the reason that last minute changes were made to substitute for the absent speakers. However, these were some points given:

(1) Institution suffered from lack of communication.

(2) Educational technology was not interchanged as fully and frequently as needed.

(3) Educational technology has not been advertised so as to secure necessary federal funds.

This meeting concluded with a brief question/answer period. The concluding events for the day were a reception and an additional Board Meeting.

The format of the Convention was as follows: Breakfast Meeting (members) General Sessions, Concurrent Sessions, Luncheon, and more Concurrent Sessions. To expedite matters, this report will include just the highlights.

The first one included Dr. Marya Manners, author, journalist, and critic who spoke briefly, pointedly and animately on "Beggars or Choosers". She attacked commercial television for its falseness. For example, she compared the popular cigarette commercial, "you've come a long way baby..." to the existing reality of taken opportunities for female employment in certain capacities, the Black unmarried female supporting her children on a measley welfare check, etc. Then she remarked, "How far have we really come?" These and others were her tools to emphasize the indespensable need for educational television to expand now to pour "truth" into our minds.

I visited the elaborate display of machinery which consisted almost totally of equipment used in operating educational television. My unfamiliarity was not a huge hinderance, for it was enlightening to see manipulations performed. More than this, I was concievably convinced that the expansion of educational television rests heavily with obtaining many, many dollars.

The Concurrent Sessions were mainly brief speeches, many not very enlightening, followed by question/answer periods. Since I was a non-member, in several instances I could not relate to the exchange of communication for the reason that my knowledge of media jargon is slim. Plus, some sessions centered around matters entertained at previous conventions.

The N A E B Convention afforded me with invaluable experience. From these, I can see ways in which educational technology has some solutions for our problems here at Miami-Dade, namely the absence of systematic teaching methods to mention just one.

Carolyn White

THE NATIONAL LABORATORY FOR THE ADVANCEMENT OF EDUCATION
SPONSORED BY
AEROSPACE AND U.S. OFFICE OF EDUCATION
January 25-29

With ideas and activities for the discussion, "Educating Youth for the World of Work". This was the theme of the workshop.

Due to the absence of Dr. Perry, Resource Specialist, from the United States Air Force, I was asked to serve in that capacity in the Advanced Skills - Media, with the Project administrator from the National Science Teachers Association.

I found this workshop stimulating in several areas, namely,

the new multi-forum plan where more than thirty-six groups worked at tables in the same area and had full freedom to move "table-hop" as deemed necessary by the individual; the flexible format - geared by participants, daily tele-critiques on the good and bad of the daily events; and most of all meet and exchange opinions with undergrad classmates, former government co-workers, former professors and the great opportunity to talk with outstanding educators in the field of Educational Technology from across the U.S.

What can we do here at Miami-Dade Junior College, South to improve Community Relations and educate the many groups for the World of Work in an effective and fruitful way?

EDUCATION AND TRAINING FOR DEPARTMENT OF LABOR MANPOWER PROGRAMS
NEW CAREERS

CONFERENCE PURPOSE: To provide an opportunity for selected New Careers projects, Employment Service, WIN Programs, and colleges to present and interchange innovative education and training approaches and related experiences.

The workshop was held April 29 thru May 1, 1970 at the Airlie House, Warrenton, Virginia. It was sponsored by University Research Corporation, Social Development Corporation and The American Association of Junior Colleges under contract to the United States Department of Labor Manpower Administration.

The list of participants included ten regions (approximately 150 individuals).

Agenda is outlined below:

Wednesday, April 29

Meetings: Planning Committee — Studio
Resource People
Recorders
Workshop Leaders

New Careers Film

Thursday, April 30

Greetings and Conference Plan — Federal Room

Presiding - Sheldon S. Steinberg, Conference Chairman
University Research Corporation

Greetings - John Manning, Public Careers Program
Department of Labor

Jacob R. Fisherman, President
University Research Corporation

General Session

Presiding - Norm McGough, Chief
Public Careers Program
Department of Labor

Speaker:

"Perspectives and Resources"

Charles Odell, Director
Office of Systems Support
Department of Labor

General Session — Federal Room

ABE/GED and Alternatives

Presiding - Sheldon S. Steinberg

Workshops A, B, C, and D (simultaneous)

Educational Diagnosis and Cure
Educational Contracts
Career-Related Education
Restructuring Courses
Generic Issues

General Session — Federal Room

New Departments, New A.A. Degree Programs, and New Curricula

Presiding - Lonnie E. Mitchell, Director
National Institute for New Careers
University Research Corporation

Workshops A, B, C, and D (same rooms)

Training of Trainers

Workshops A, B, C, and D

Inter-Insitutional Cooperation
State-Wide Plan
Community Linkages
Individual Linkages

Wrap-Up

Presiding - Sheldon S. Steinberg

Robert Sharpton

STUDENT CONCERN CONFERENCE

As a statewide program, Student Concern began at the University of Florida, Gainesville, Florida, during the summer of 1968 to poverty stricken youth. The movement was initated and is sustained by concerned students.

Since that summer fifty-six universities and junior colleges across the State of Florida are responding quietly, systematically, and with a degree of relevancy that challenges any student, activist or not, to match energies and wits with the problems to be solved.

The kind of things students are doing vary from campus to campus. There are differences in specific program goals and in the techniques utilized by students to accomplish their goals. Many students, who desire to render a service and at the same time receive another kind of education themselves, get involved in tutoring.

Another type of activity that lends itself to much fun and satisfaction is sports and recreation.

Off-campus Work-Study and academic credit opportunities are established and/or being developed at many institutions.

Innovative financial grant and loan programs have been and are being developed by students and college administrators.

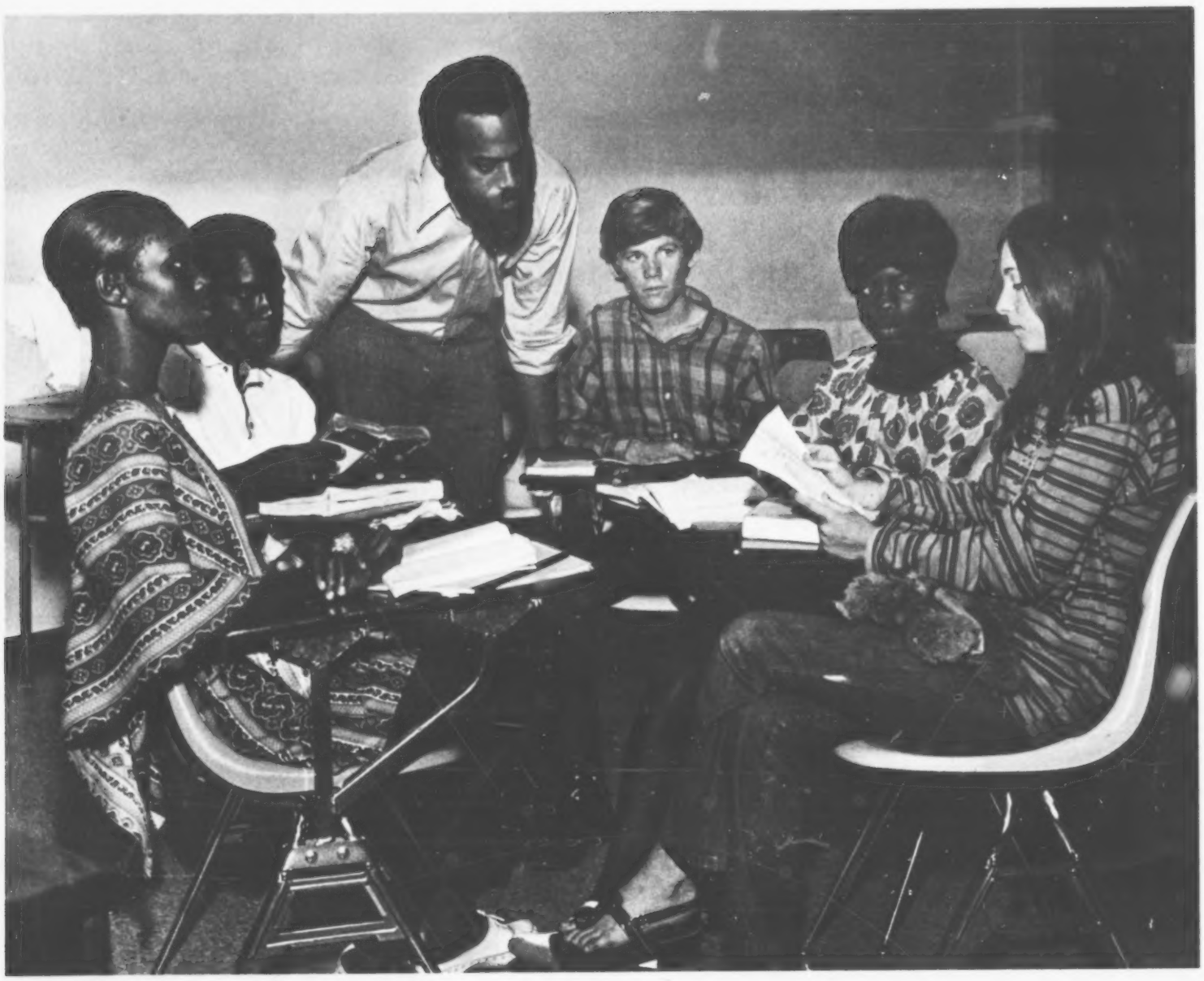
Legal service assistance, day care supervisors, work with truants, imprisioned fellow youth, and "delinquents" are further examples of how students are manifesting concern.

The state staff for Student Concern is presently directing its energies toward accomplishing three things: (1) statewide coordination, (2) developing resources, and (3) devising a training ability.

Student Concern is thousands of students participating in a quiet revolution. It is a movement of concerned black and white barriers to reach new understandings in the causes of social injustice and economic deprivation. It is student citizenry participating in the democracy they will someday inherit as full status members. It is an educational process on one hand, and an exercise of government on the other. It is interacting with brother and sister Americans and being exposed to situations and conditions that young Americans have been called upon to recognize, to understand, and to change. It is a response of younger generations to the mandate of older generation Americans, "Ask not what your country can do for you, but what you can do for your country." It is the beginning of a youthful response our generations are making in order to structure a fabric of political and economic intergration.

Curtis Tucker

Curtis Tucker working with groups in communication skills (reading and proper use of the dictionary).



EXTRA CURRICULAR ACTIVITIES

Student-Oriented

Field trips were conducted in Miami and in surrounding areas of Miami. Among those sites visited were the Museum of Science and the Planetaruim, the Wax Museum, the Miccosukee Indian Village, the Miami Herald and the Art Museum.

Students expressed an interest to become better acquainted with Miami and the surrounding areas since it is a resort area and there is much to be seen. Most students enrolled in the program were aware of the many sites to be seen, but they had never had the opportunity to visit them.

Museum of Science and the Planetaruim

This field trip was a consequence of the students' interest in their Science Reading Class. It consisted of an hour lecture on the Solar System with audio-visual materials as aids.

Miccosukee Indian Village

The Miccosukee Indian Village is located approximately 30 miles south of Miami-Dade. It was necessary to secure a sight-seeing bus to provide transportation for Career College students and staff members.

The village consisted of five families who live in a commune. Besides the tour of the village and the areas beyond the village, there is a store which sells goods made by the Indians. An extra

added attraction is the feat of alligator wrestling by one of the male Indians.

The students enjoyed this particular trip more than all of the others because the habits of the Indians were somewhat different than their own styles of life. They found that their attitudes changed from amusement to bewilderment.

Wax Museum

This site is located in Northwest Miami which is approximately 25 miles northwest of Miami-Dade, South.

The students found the museum to be quite entertaining. It consisted of various scenes depicting past events in history. The figures used in each scene were made from wax. Some students found themselves lingering behind the group at certain scenes due to the life-likeness of the figures.

Miami Herald

This visit was conducted to acquaint students with the techniques involved in journalism.

A special tour was conducted throughout the area of the Herald newspaper office.

Specific questions were asked by the students at the end of the tour which indicated that their interest span was relatively high.

Art Museum

This site is located only 4 miles from Miami-Dade. At the time of the visit, there were exhibits of mythology and ceramics. There were also painting exhibits.

Seminars

An added extra-curricular activity was that of an "Occupational Enlightment Seminar". The seminar was presented by one of the managers at a major department store in Miami.

The purpose of the seminar was to familiarize students with ways in which they should pursue job possibilities at that store. All students completed applications and were placed on the active hiring list at that store.

It was felt that activities other than those in the classroom would be most beneficial to the students enrolled in a program such as Career College. This feeling seemed to hold true because, at the end of the term, students acknowledged this fact.

Another extra-curricular activity was a fashion seminar hosted by a fashion model from Peachtree Art Center in Atlanta, Georgia.

The purpose was to acquaint Career College and New Careers students with current techniques in professional mannerisms and dress codes.

Transfer of Students to Other Programs

Students enrolled in Career College set various goals for themselves after becoming affiliated with the program. These goals varied from academic to non-academic.

Some students successfully completed all requirements for a high school equivalency diploma and enrolled in the regular college program while others pursued non-academic vocations.

Below is a numerical listing of the student endeavors:

American History and/or American Government

Number Taking	Number Passing	Number Failed
40	19	21

General Education Diploma

18	15	2

1 Incomplete

---

16 transferred to regular college programs without G.E.D.

7 scheduled for G.E.D. on July 31-August 1.

Test Experiences in the COW Workshop Program

During the first week of classes students enrolled in the Co-Op Workshop were scheduled to take two interest tests as a part of the program. Because of a shortage of testing materials, the students in the Career College group were tested separately from the other students enrolled in C.O.W. Our experiences in administering the tests and observations of certain differences in the group results may be of interest to you in future planning.

First, many Career College students took longer to complete the two tests and were, therefore, unable to participate in the self-scoring, as the regular C.O.W. students had done. Some Career College students appeared reluctant to take the tests and others complained about the length of the tests. These factors may have contributed to our subsequent finding that a large number of students in the Career College group failed to obtain a satisfactory score on the V (verification) scale on the Kuder Personal Preference. The manual states, "This scale has been developed to identify persons who have answered carelessly or who have not followed directions." It further identifies four possible reasons for questionable V scores:

a. Not understanding the directions,

b. reading or comprehension difficulty,

c. questions answered carelessly or insincerely,

d. such unusual preferences that the person does not prefer activities ordinarily chosen by the majority of people.

A summary of the group results, for students tested before September 17, on the V-scale and the five preference measures included in the Kuder Personal is attached for your review. The results of the Kuder Occupational Interest Survey (Form DD) have not been received as yet. It will be interesting to see if similiar differences will be observed on this instrument, which was administered first to the majority of the students and which is somewhat shorter than the Personal form.

Numbers of People Receiving V-Scores in the Valid and in the Questionable Range in Two Groups of C.O.W. Students

	Valid	Questionable	Totals	
Regular C.O.W				
Male	15	3	18	
Female	10	0	10	
				28
Career College				
Male	10	8	18	
Female	9	3	12	
				30
			Total Number =	58

Mean Scores on Scales of the Kuder Personal Preference
for Students Obtaining Satisfactory V-Scores*

Regular Co-Op	Number of Subjects	A Raw Score	A %ile Value	B Raw Score	B %ile Value	C Raw Score	C %ile Value	D Raw Score	D %ile Value	E Raw Score	E %ile Value
Males	15	33.8	59	31.3	21	37.7	73	38.3	47	49.6	70
Females	10	31.0	56	26.4	17	40.1	69	48.0	23	27.8	35
Career College											
Males	10	31.4	52	29.1	16	32.9	56	38.2	45	39.8	40
Females	9	35.7	69	36.0	49	42.7	78	51.7	34	29.4	40

*Subjects with V-scores in the questionable range were omitted from these figures.

A Chi Square test of the regular C.O.W. students and the Career College students in a 2 x 2 table yields a value of 4.1051 (with Yates Correction for contiunity) which is significant at the .05 level.

The typical age for the two groups is indicated below:

Regular C.O.W.	Average Age	Median Age
Male	20.7	19
Female	23.0	18
Career College		
Male	17.9	18
Female	19.1	17

The attached profile sheet illustrates the group mean differences with reference to the percentile value (along the outside margins) and with a spatial representation of the unequal meaning of percentile scores in different parts of the distribution. Inspection reveals that men and women in the regular C.O.W. group are more alike on the A, B, and C scales than the men and women in Career College, but the reverse is true on the D and E scales.

The two male groups showed their greatest differences on the E scale, with the differences significant at the .02 level. The data is summarized below:

	Scale E Mean	S.D	m	t	Sig.
Regular C.O.W.	49.6	9.34	2.50	2.52	.02
Career College	39.8	8.83	2.94		

The women appeared to differ on Scale B, but no test of statistical significance was computed.

A P P E N D I X E S

STUDENT SURVEY FORM

Career College

Questionnaire

DIRECTIONS: This is not a test. There are no right and wrong answers. This is a survey to gather from you valuable information necessary to design a more serviceable program of studies in Career College.

1. Do you think that the amount of material covered in class was

satisfactory		unsatisfactory
_____	Mathematics	_____
_____	Cooperative Ed.	_____
_____	Social Studies	_____
_____	Reading-English	_____
_____	Communications	_____

2. What other courses would you like to see offered in Career College

A. _____

B. _____

C. _____

D. _____

3. Do you think the class periods were (Check only one)

A. _____ Too Long B._____ Satisfactory C. _____ Too Short

4. What teaching method suited you best?

A. _____ Small group work

B. _____ Aids in Learning Resources Center

C. _____ Tutoring Session (with teacher)

D. _____ Teacher-student in-class activity

E. _____ Combination of some of the above

F. _____ Other (specify) _____

5. Do you think the assignments were

A. _____ Too many B. _____ Too few

C. _____ Unnecessary D. _____ Satisfactory

E. _____ Other (specify) _____

6. How many sessions do you feel are necessary to prepare you for the goal you are pursuing in Career College (G.E.D., other)? _____

7. Would you recommend other persons to attend Career College?

A. _____Yes B. _____No

Why?

_____

_____

8. What changes, if any, would you like to see in Career College (Be specific).

_____

_____

9. If you did not put forth all effort to succeed in Career College, please check any of the possible reasons for your not doing so.

A. _____ My own laziness

B. _____ Poor teaching

C. _____ Dislike of teacher

D. _____ Transportation problems

E. _____ Lack of discipline in classroom

F. _____ Dislike of other students

G. _____ Failure to see the value of the program

H. _____ Unsatisfactory school hours

I. _____ Personal

J. _____ Other (specify) _____

10. How would you rate the teachers' abilities to operate in the classroom?

	Excellent	Good	Fair	Poor
A. Mathematics (Sharpton)	_____	____	____	____
B. Mathematics (Greenberg)	_____	____	____	____
C. Cooperative Education (Business Representatives)	_____	____	____	____
D. Social Studies (Stickney)	_____	____	____	____
E. Reading-English (White)	_____	____	____	____
F. Communications (Tucker)	_____	____	____	____

11. What, if anything, do you think would hinder you from achieving the goal you are pursuing in Career College (G.E.D., other)?

_____

_____

12. Do you favor required class attendance? _____Yes _____No

13. How many absences should one be allowed to make? _____

14. Do you think Career College should be continued? _____Yes _____ No

Why? _____

_____

15. Generally speaking, how much have you gained by attending Career College?

A. _____ Very much B. _____ Much

C. _____ Little D. _____ Very little

16. From what course(s) did you gain the most in preparation for your goal (G.E.D., other)? Please number the course 1, 2, 3, 4, or 5 in the order of which you gained the most. For example, if you gained the most from mathematics, label it "1", and continue in this manner.

A. _____ Mathematics

B. _____ Cooperative Education

C. _____ Social Studies

D. _____ Reading-English

E. _____ Communications

17. Is the location of Career College (Miami-Dade Junior College, South Campus) convenient for you?

_____ Yes _____ No

If your answer is no, what location would be convenient for you?

A. _____ North Miami B. _____ Central Miami (Downtown)

C. _____ Other (specify location) _____

18. Would you like to own (buy) books for your courses?

_____Yes _____ No

19. Do you feel that you have the ability to succeed in completing the program of studies (courses) in Career College?

A. _____ Yes B. _____ No

Explain _____

_____

20. Prior to acceptance in Career College, do you think it is necessary to do any of the following to determine whether or not you are suited to succeed in the program?

	YES	NO
A. Take tests	_____	_____
B. Have interviews	_____	_____
C. Have "passing" high school average	_____	_____
D. Other (specify)	_____	_____

MEDIA SURVEY FORMS

Career College

R.E. Sharpton-Chairman

Purpose: Needed prior to the organization of an In-Service Program "Proper use of Educational Technology in teaching--learning Activities."

Recall: Our Departmental Meeting with Dr. Distasio, September 22--We briefly discussed the need for a change in our program technique. I will submit a plan for January-June operation in our coming staff meetings for your approval--Ways of using Media in each subject area(s)----

I. Name of Staff Member_____

II. Number of years teaching present subject_____

III. What course/training have you had in Educational Technology?

1._____

2._____

3._____

IV. When_____Where_____

V. What Instructional Materials are you familiar with (include print/non-print)?

1._____

2._____

3._____

VI. Do you feel a need for a more effective method of using instructional materials?_____

VII. If so, state in specific terms (what, etc.)

1._____

_____

2._____

_____

VIII. Would you like to attend and participate in an In-Service program within the next two months?_____

IX. What time is suitable for full participation (full day(s); Weekends) local or at another institution?_____

X. Do you know (understand) the Media Jargon?_____

XI. Did you acquire it from staff meetings, readings, etc.?_____

XII. Are you creative and imaginative in designing (teacher-made) visuals?_____

Answer all of the questions in a specific manner and return to me Friday, September 26 at 11:30 a.m.

MEDIA SURVEY RESULTS

Career College

R.E. Sharpton-Chairman

I. Number of participating members: 11

II. Number of years teaching present subject:

A. 0 years (2)

B. 1 year (2)

C. 2 years (1)

D. 4 years (2)

E. 7 years (1)

F. 10 years (1)

G. 12 years (1)

III. What courses/training have you had in Education Technology?

A. None (7)

B. Use of visual aids/equipment now obsolete (1)

C. O.T.T. for two shows (ETV-Ch. 2 Miami) (1)

D. M.A. Ed. Tech. Curriculum Instruction (1)

IV.

When?	Where?
1936-1940	Mary Baldwin College
1953-1960	University of Virginia
1964-	Atlanta University
1967-	Michigan State University
1968-	Miami - T.V. Studio

V. What Instructional Materials are you familiar with (include print/non-print)?

Non-print	Print
Overhead projector	Books
Movie projector	Related printed material
Slide projector	Filmstrips
Tape Recorder	Programmed Instruction
Business Machines	
Auto tutor Laps	Accompanying materials for reading machines
Reading Pacer	
Controlled Reader	
Craig Reader	

* All (either theoretical and/or print)

VI. Do you feel you need a more effective method of using instructional materials?

A. No opinion (1)

B. Curious (1)

C. Yes (9)

VII. If so, state in specific terms (what, etc.)

A. Proficiency in using programmed materials and audio-visual aids

B. Business machines be made readily available to students

C. Most effective use of machines

D. Undecided due to the fact that the curriculum is incomplete

E. Interested, feel the need

F. Unfamiliarity of material; desire to increase knowledge of technological aids

G. Good films

H. Laps for teaching basic skills

VIII. Would you like to attend and participate in an in-service program within the next two months?

A. Yes (9)

B. No (after January) (1)

C. If not too time-consuming (1)

IX. What time is suitable for full participation (full day(s); weekends) local or at another institution?

TIME:

A. a.m. (MWF) (1)

B. full days (4)

C. part-time (1)

D. any time (1)

E. weekend (1)

F. available when convenient for staff (1)

PLACE:

A. Local (3)

B. Others did not designate

X. Do you understand the media jargon?

A. Yes (1)

B. No (5)

C. Limited (5)

XI. Did you acquire it from staff meetings, readings, etc.

A. No (1)

B. Association (1)

C. Meetings (1)

D. Readings (3)

E. Study (1)

F. Working (1)

XII. Are you creative and imaginative in designing (teacher-made) visuals?

A. No (3)

B. Yes (2)

C. Sometimes (1)

D. Cannot say (3)

E. Yes, teaching teachers rather than creating for students.

BACKGROUND INFORMATION

TO THE STUDENT

Your instructor would like some information concernin your background and reading interests. This information will enable your instructor to get to know you better and to help you get as much as possible from this course. Therefore, it is of the upmost importance that you answer the questions below honestly and frankly. You may do this with the assurance that your answers will be kept strictly confidential and will have no bearing on on your grade.

Name_____Date_____

Classification_____

Local Address_____

Permanent Address_____

Date of Birth_____

Sex: Male____Female____: Married____Single____Divorced____
Separated____

Education

High School attended:_____

City_____State_____

Did you enjoy your high school life?____If not, why?_____

Generally, what kind of grades did you make? (Check)

High_____Average_____Low_____

What were your strongest subjects?_____

What were your weakest subjects?_____

Was your school attendance regular or irregular?_____

If irregular, state the reason why_____

_____

_____

In what extra-curricular activities did you participate while in high school?_____

_____

_____

Do you feel that you high school had adequate facilities to meet you needs? (Check) Yes___No___If not, where did it fall short?

_____

_____

What do you think will be your biggest problem in adjusting to college life?_____

Career Goals

What do you want to be?_____

Have you talked this over with your parents?_____

How do they feel that you have the ability to pursue the career you hawe chosen?_____

_____

Health Status

Date of last physical examination (prior to your entrance to college)

_____Was the outcome favorable?_____

Do you have a physical disability?_____If yes, what?_____

List any serious illnesses, operations or unusual accidents which you have had:_____

_____

How would you rate your present physical condition? (check)

Good_____ Fair_____ Poor_____

Do you wear glasses?_____Have you ever worn glasses?____

Do you have headaches after a movie?_____Do you have headaches after continuous reading?_____

When was the last time you had a complete visual examination?

_____

Hearing

Is your hearing satisfactory?_____Have you ever had your ears examined?_____When?_____

Do you have earaches?_____

Has any medical help been secured in the direction of correcting your hearing defects?_____

Personal and Social Adjustment

Answer Yes or No

Do you make friends easily?____Do you have many friends?_____

Do you have difficulty getting along with others?_____

Do you feel that you are respected by others?_____Can you take orders or criticism?_____Do you find it easy to adjust to new situations?_____Do you enjoy working with others? Would you rather work alone?_____Do you listen to the radio? _____Do you watch television?_____What are your favorite programs?_____

_____

Do you have any hobbies?_____If yes, list them:_____

_____

_____

Do you belong to any clubs?_____If yes, where?_____

_____

Have you traveled much?_____If yes, where?_____

_____

Do you possess special abilities?_____If yes, what are they?

_____

_____

Have you enjoyed security and have your needs been satisfied in your home?_____If not, state needs in your life which the home has failed to satisfy?_____

_____

Do you have problems which are worrying you?_____If yes, what are they?_____

_____

_____

Do you feel free to discuss your personal problems with others?

_____If not, why?_____

_____

_____

REMARKS: (Any additional information about yourself or your problems that might be important)_____

_____

_____

_____

_____

Reading Interests and Tastes

Do you read books other than those assigned to you?_____

Do you like to have someone read to you?_____Who?_____

_____

Apart from your lessons, about how much time each day do you spend reading (during the last two months)?_____

_____

_____

How often do you get books from the library?_____

How many books do you have on your own?_____

Name some._____

_____

What other books would you like to own?_____

_____

_____

About how many books are there in your home?_____

What kinds of books and stories do you like to read?_____

_____

_____

What newspapers do you read?_____

_____

_____

Generally, how much time each day do you devote to reading the newspapers?_____What parts of the paper do you like the best?_____

Name the comic strips you read, and underline your favorites____

_____

Do you habitually read at least one magazine?_____List the names of the magazine that you read_____

_____

Do you frequently read comic books?_____List the names of the comic books you read and underline your favorites_____

_____

_____

Answer Yes or No

Do you like to read books on history? _____

Do you like to read books on travel? _____

Do you like to read adventure stories? _____

Do you like to read plays? _____

Do you like to read essays? _____

Do you like to read novels? _____

Do you like to read love stories? _____

Do you like to read articles dealing with science? _____

Do you like to read detective stories? _____

Do you like to read fairy tales? _____

Do you like to read mystery stories? _____

Do you like to read books dealing with music? _____

Do you like to read biographies? _____

Do you believe that you have a balanced reading diet? _____

O C C U P A T I O N A L

E N L I G H T E N M E N T

S E M I N A R

April 29, 1970

CAREER COLLEGE

MIAMI-DADE JUNIOR COLLEGE

SOUTH CAMPUS

Bobby J. Roberts is a native of Jacksonville, Florida, where he graduated from New Stanton Senior High School. He received his B.S. Degree from Florida A. and M. University, Tallahassee, Florida.

In May, 1968, he became an Executive Trainee with Jordan Marsh as a Retailer. In June, 1968, he married Aurora Ruth Dow who is presently employed as a music teacher in Broward County.

Presently, he serves as Manager for the Boy's Department and Student Shop in the Dadeland Shopping Center - Jordan Marsh.

OCCUPATIONAL ENLIGHTMENT SEMINAR

I. Introduction
   A. What is a Department Store?
   B. What is Jordan Marsh?
II. Job Opportunities
   A. General - Entire Public
      1. Sales
      2. Sales Supporting
   B. Specific - Business Majors, Marketing Majors, etc.
      1. In School
      2. Upon completion - Executive Training
III. Qualifications
   A. Application
   B. Appearance
   C. Educational Background
   D. Job Interview
      1. Principles
   E. References
   F. Work Experience
   G. Age
   H. Need (ours)
   I. Honesty
IV. Selling Floor Duties
   A. Salesperson
      1. Opening and closing register
      2. Writing saleschecks
      3. Writing credits
         a. Charge
         b. refund
      4. Customer Service
      5. Maintenance of Department area
      6. Becoming a sponsor
V. Security and Shrinkage
   A. Internal
   B. External
VI. Conclusion
   1. Question and Answer period

FILMSTRIPS:
1. Person to person
2. Many Faces of Me
3. Counterpoint
4. Inside Job
5. Store Theft

BARBARA WALKER FOUCH

Barbara Fouch, director of the Peachtree Model Center in Atlanta, will conduct the seminar. Miss Fouch was recently named "The Nation's Most Outstanding Model."

A graduate of Clark College, Miss Fouch has been named among the Outstanding Young Women of America and is a member of the American Association of University Women, Professional Models Association and NAACP. She is also listed in American Colleges and Universities.

She has been featured on Philadelphia's television program "Let's Talk About It." During her visit on camera she talked about her work in the Model Cities area, her role as co-director of the largest model agency in the southeast, and problems of bleack models and designers in both Atlanta and the South.

G O O D G R O O M I N G

S E M I N A R

June 25, 1970
CAREER COLLEGE

MIAMI-DADE JUNIOR COLLEGE
SOUTH CAMPUS

GOOD GROOMING SEMINAR

I. SKIN CARE
- A. Importance of proper skin care
  - 1. Diet and exercise
    - á. Nutrition and proper diet
    - b. Exercise for weight loss
    - c. Toning exercises
  - 2. Types of skin
  - 3. How to care for each type of skin
- B. Individual skin analysis
  - 1. Analysis of each skin type
  - 2. Individual instructions to each student on how to care for their skin

II. MAKE-UP
- A. Facial contour analysis
  - 1. Analysis of each individual facial shape
  - 2. Explanation of make-up application
    - a. Foundation
    - b. Contouring the face with make-up
  - 3. Student participation at the make-up table
    - a. Cleanse and prepare skin for make-up
    - b. Select shade of foundation, etc.
    - c. Shaping eyebrows
    - d. Contouring
    - e. Powder
    - f. Eye make-up
    - g. Liplines and lip make-up
    - h. Finishing touches
- B. Instructional methods for make-up application on each facial type.

III. POSTURE
- A. Rules for correct posture
- B. Importance
- C. Exercises for posture
- D. Practice

IV. SOCIAL GRACES
- A. Entering and exiting a room
- B. Standing before a crowd
- C. Stooping to pick up objects
- D. Lighting and smoking cigarettes
- E. Getting in and out of automobiles
- F. Sitting
- G. General Etiquette

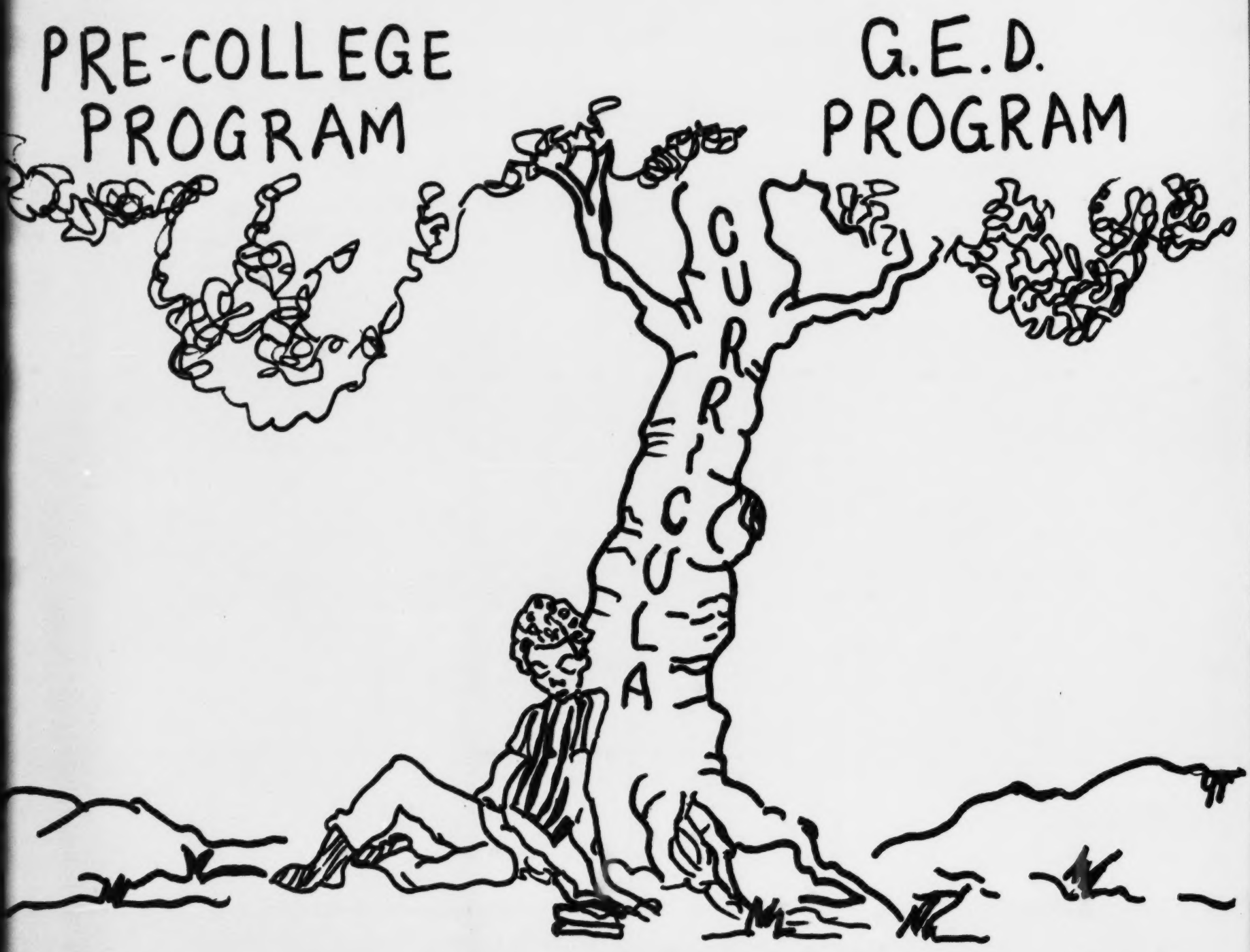
V. HAIR STYLING, CARE AND GROOMING
- A. Treatment and care
- B. Styling to facial contour
- C. Professional set and comb-out

VI. HAND AND NAIL CARE
- A. Manicure
- B. Pedicure

VII. WARDROBE
- A. Analysis
- B. Selecting and buying
- C. Organizing
- D. Care of clothes
- E. Accessories
- F. Undergarments
- G. Personality types in dress
- H. Colors
- I. Body contour and dress line
- J. Coordinating a wardrobe (budget-minded)
- K. Fashion vs. Fads
- L. Proper dress on certain occassions
- M. Skeleton wardrobe

VIII. VOICE AND DICTION
- A. Breathing exercises
- B. Enunciation
- C. Pronunciation
- D. Inflection
- E. Feeling

IX. INTERVIEWS



GROW WITH ME - CAREER COLLEGE

Career College is designed as an open - ended experience with no fixed completion dates. You will find the Program's approach the stimulus needed to find a job, to earn a degree, or to receive a High School Diploma.

Additional Information -- -- -- -- Call or Write: Robert E. Sharpton, Chairman, Career College, Miami - Dade Junior College (South) 11011 S.W. 104th Street
Phone: 274 - 1186

Dr. Peter Masiko
President
Miami - Dade Junior College

Dr. John Forbes
Vice-President
Miami - Dade Junior College (South

Dr. Patrick J. Distasio, Director
Center For Community Development

Miss Norma Hammons leading a small group discussion with students enrolled in the New Careers Program (EOPI). Many of them have participated in the Career College Program.